

# KENTUCKY DEPARTMENT OF EDUCATION



## MEETING

### TEACHER EFFECTIVENESS STEERING COMMITTEE (TESC) SUMMARY

**MEETING DATE:** January 13, 2014

**FACILITATOR:** Jeanna Mullins

**NOTE-TAKER/CONTACT:** Renee Scott

**KDE Staff:** Terry Holliday, Felicia Cummings-Smith, Robin Chandler, Todd Baldwin, Amanda Ellis, Cathy White

#### Committee Attendees:

Donna Allen	Merry Berry	Mary Ann Blankenship
Donna Brockman	Tammy Berlin	Lee Edward Campbell
John DeAtley	Cindy Heine	Ramona Karsner
Shirley LaFavers	Kandie McDaniel	Brenda McGown
Dorothy Perkins	Lisa Petry-Kirk	Carla Whitis
Stephanie Winkler		

**Meeting Objective:** Regulation Review

**Agenda Item:** Welcome and Agenda Review

**Discussion/Action:** None

**Key Questions/Concerns:** None

**Agenda Item:** Review of Policy Questions sent to the TESC for consideration

#### Discussion:

There are two policy recommendations needed from the TESC prior to completing the draft the regulation going forward in February to the Kentucky Board of Education.

Below are the two policy recommendation areas:

1. State-defined minimum thresholds for an overall performance category; and
2. Consensus on evaluation cycle.

It was also noted that the [model CEP](#) is one resource districts may use as they update and revise their Certified Evaluation Plans before the December 2014 due date.

**Key Questions/Concerns:** Could a summative evaluation occur more frequently than the three year cycle?

**Action:** During the meeting, the TESC developed minimum thresholds for the overall performance category. The TESC also reached consensus on recommending a three year evaluation cycle.

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**Agenda Item:** Decision Rules related to the overall performance category


#### Discussion:

Student growth must be included in the decision rules. Professional Practice is measured by applying domains 1, 2, 3, and 4 in the Danielson Framework for an Ineffective, Developing, Accomplished, or Exemplary determination. Based on data, Low-Expected-High growth is determined and combined for an overall performance category rating.


**Key Questions:** All questions were answered during the discussion period.

**Action:** The Overall Performance Category Decision Chart below was completed with consensus from the TESC.

## Overall Performance Category Decision Chart



Professional Practice	Student Growth	Overall Performance Category
Exemplary	High	Exemplary
	Expected	Exemplary
	Low	Accomplished
Accomplished	High	Exemplary
	Expected	Accomplished
	Low	Developing
Developing	High	Accomplished
	Expected	Developing
	Low	Developing
Ineffective	High	Developing
	Expected	Ineffective
	Low	Ineffective



**Agenda Item: Professional Growth Planning Matrix**

**Discussion:** Every year teachers will have a growth plan. We have to keep kids in mind throughout the process. A teacher cannot be exemplary, if he/she has low student growth. We really do not want to go back to a pass/fail system.

**Key Questions/Concerns:**

What is the difference between a directed plan and improvement plan?

What is the difference between ineffective and low growth and developing and low growth?

**Action:**

The Growth Planning Matrix below was completed with consensus from the TESC.

	Exemplary	3-Year Self-Directed Cycle		
	Accomplished	<ul style="list-style-type: none"> <li>Goal set by educator with evaluator input</li> <li>One goal must focus on low outcome</li> <li>Formative review annually</li> </ul>	<ul style="list-style-type: none"> <li>Goals set by educator with evaluator input</li> <li>Plan activities are teacher directed and implemented with colleagues.</li> <li>Formative review annually</li> <li>Summative occurs at the end of year 3.</li> </ul>	
Developing		<b>1-Year Directed Cycle</b> <ul style="list-style-type: none"> <li>Goal Determined by Evaluator with educator approval</li> <li>Goals focus on low performance/outcome area</li> <li>Plan activities designed by evaluator with educator approval</li> <li>Formative review</li> <li>Summative at end of plan</li> </ul>	<b>3-Year Directed Cycle</b> <ul style="list-style-type: none"> <li>Goal determined educator and evaluator input</li> <li>Plan activities designed by educator with evaluator input</li> <li>Goals must focus on area of low performance or low outcome</li> <li>Formative Review annually</li> </ul>	<b>3-Year Self-Directed Cycle</b> <ul style="list-style-type: none"> <li>Goal set by educator with evaluator input</li> <li>One goal must focus on low outcome</li> <li>Formative review annually</li> </ul>
	Ineffective	<b>Up to 12 month Improvement Cycle</b> <ul style="list-style-type: none"> <li>Goal Determined by evaluator</li> <li>Focus on low performance area</li> <li>Summative at end of plan</li> </ul>	<b>1-Year Directed Cycle</b> <ul style="list-style-type: none"> <li>Goal Determined by Evaluator</li> <li>Goals focus on low performance/outcome area</li> <li>Plan activities designed by evaluator with educator input</li> <li>Formative review at mid point</li> <li>Summative at end of plan</li> </ul>	
		Low Growth	Expected Growth	High Growth
Trends of Multiple Measures of Student Learning				

**Agenda Item: Regulation Review**

**Discussion:** The TESC was divided into discussion groups to review the draft regulation.

The specific sections of the regulations included:

1. Definitions (Section 1);
2. Local Professional Growth & Effectiveness Plan (Section 3);
3. Local Professional Growth and Effectiveness Policies (Section 4);
4. Local Evaluation Procedures (Section 5);
5. Performance Criteria (Section 6); and
6. Training and Testing of Evaluators and Observers (Section 7).

**Action:**

The TESC recommended that the summative model for the Teacher PGES be adapted from the Massachusetts summative model.

The TESC also recommended that the decision rules for determining a teacher's professional practice category are:

- If a teacher is rated Ineffective in Classroom Environment domain or Instruction domain, the teacher's professional practice rating shall be Developing or Ineffective.
- If a teacher is rated Ineffective in Classroom Environment domain and Instruction domain, the teacher's professional practice rating shall be Ineffective.
- If a teacher is rated Ineffective in any domain, the teacher's professional practice rating shall be Ineffective, Developing or Accomplished.
- If a teacher is rated Developing in two (2) domains and Accomplished in two (2) domains, the teacher's professional practice rating shall be Accomplished.
- If a teacher is rated Developing in two (2) domains and Exemplary in two (2) domains, the teacher's professional practice rating shall be Accomplished.

The decision rules for determining the overall performance category for a teacher are reflected in the chart on page 2.

**Next Steps:** Robin Chandler encouraged the TESC to listen to the discussion of the proposed PGES regulation during the February 5<sup>th</sup> KBE meeting.

**Next meeting date: TBA**

**Wrap-up--Meeting Adjourned at 3:10 p.m.**

